

**COURSE OUTLINE****Child Development 220  
Stress, Coping and Resiliency for the Professional Educator****I. Catalog Description**

Child Development 220 identifies stressors which diminish the effectiveness of the learning environment and place children at-risk for school problems. The Family Resiliency Model is utilized to examine critical family dynamics which affect children's emotional and psychological development. Stressors which spill over from the broader community (e.g. community violence, and natural catastrophes), as well as stressors which emerge from within the classroom (e.g. peer conflict, teacher-student conflict, and teacher burnout) are examined. Practical skills are provided to future teachers to assist them in managing their personal stress in developing effective communication and conflict management skills, and in creating a safe, competence-producing, and cooperative learning environment.

Units - 3.0

Lecture Hours - 3.0

Recommended Preparation: Eligibility for English 101.

**II. Course Entry Expectations**

Skills Level Ranges: Reading 6 Writing 6 Listening/Speaking 6;Math 1.

**III. Course Exit Standards**

Upon successful completion of the course the student will be able to:

1. apply systems theory to describing the ecology of children's learning environments and the interrelationships between the classroom with other major social systems, e.g., family, neighborhood, and social services;
2. identify all major components and concepts of the Family Resiliency Model;
3. apply the Family Resiliency Model to explain the spillover of stress in varied social systems, particularly the family, into the classroom learning environment;
4. describe the characteristics of resilient children and factors which act to protect at-risk children from academic and interpersonal distress;

5. list the strengths of diverse families of varied structure, race, ethnicity, socioeconomic status, and religion;
6. identify specific steps which can be taken to build a learning community which values diversity and cooperation within the classroom;
7. describe specific strategies and resources for responding when illness and/or death occurs in the student population;
8. identify specific steps which can be taken to promote safe and secure learning environments for children and staff;
9. describe major goals of Critical Incident Stress Debriefing and the role of teachers in helping children cope with traumatic experiences;
10. recognize signs of teacher burnout and demonstrate multiple physical and cognitive coping techniques to lower personal stress.

IV. **Course Content**

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|----|---|---------|
| A. | Classroom Connections: Schools as Community Systems   | 6 hours |
| 1. | The ecology of the child/adolescent   |         |
| 2. | Systems models of family development and change   |         |
| 3. | Interdependence within the classroom and between the classroom and external systems             |         |
| 4. | Applying systems concepts to teacher-student and peer relationships                             |         |
| B. | Intimate Family Connections   | 4 hours |
| 1. | Discussing diverse family structures  |         |
| 2. | Family demographics and family structures   |         |
| 3. | Factors creating at-risk conditions for families and schools                                    |         |
| C. | Defining Stress and Coping  | 8 hours |
| 1. | Physiology of stress  |         |
| 2. | Psychological, emotional, and behavioral bases of stress  |         |
| 3. | Cognitive and behavioral coping strategies  |         |
| D. | Family and School Connections   | 6 hours |
| 1. | McCubbin's Family Resiliency Model  |         |
| 2. | Defining protective and recovery factors in family stress and coping                            |         |
| 3. | Classrooms as resources for influencing family strengths  |         |
| E. | Children, Youth and Resiliency  | 8 hours |
| 1. | Distinguishing between at-risk and resiliency models of children/adolescents' stress and coping |         |
| 2. | Personal and social characteristics of resilient children & youth                               |         |
| 3. | How at-risk children/adolescents exceed academic expectations                                   |         |

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| F. | Building Learning Communities in Diverse Classrooms   | 4 hours |
|    | 1. Strategies for valuing diversity   |         |
|    | 2. Building cooperation within the classroom  |         |
|    | 3. Stressors and strengths of inclusive classrooms  |         |
| G. | When Conflict and Violence Have an Impact on the Classroom  | 5 hours |
|    | 1. Conflict resolution and problem solving strategies: Resolving teacher-student and peer conflicts |         |
|    | 2. Child abuse and neglect  |         |
|    | 3. Gangs  |         |
|    | 4. Creating safe schools and identifying violence warning signs                                     |         |
| H. | Helping Children Cope with Loss   | 4 hours |
|    | 1. Children's illness   |         |
|    | 2. Parental separation and divorce  |         |
|    | 3. Foster families  |         |
|    | 4. Death and childhood grief  |         |
| I. | Teacher Stress and Coping   | 3 hours |
|    | 1. Identifying symptoms of burnout  |         |
|    | 2. Personal, interpersonal and institutional barriers to effective stress management                |         |
|    | 3. Strategies for preventing teacher burnout and turning adversity into opportunity                 |         |

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. lecture/discussion;
2. analysis of case studies;
3. video tapes;
4. guest speakers;
5. small group exercises and discussions;
6. student group presentations.

VI. **Assignments and Methods of Evaluation**

1. Quizzes.
2. Group projects.
3. Oral presentations.
4. Midterm.
5. Final project.
6. Final Examination.

VII. **Textbooks**

Bluestein, J. Creating Emotionally Safe Schools : A Guide for Educators and Parents .  
Current Edition. New York: HCI, 2001.  
13<sup>th</sup> Grade Textbook Reading Level. ISBN: 1558748148

Page, R. Fostering Emotional Well-Being in the Classroom. Third Edition. New York:  
Jones and Bartlett Publishers, Inc. 2003.  
13<sup>th</sup> Grade Textbook Reading Level. ISBN: 076370055X

Shonkoff, J. From Neurons to Neighborhoods : The Science of Early Childhood  
Development. Current Edition. Washington D.C.: National Academies Press, 2000.  
13<sup>th</sup> Grade Textbook Reading Level. ISBN: 0309069882